



FORMAL ENVIRONMENTAL REVIEW

School: _____

Date of Review: _____

Carried out by: _____

ENERGY

<p>Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the school? If there is, who is it?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p>
<p>Are the energy meters (e.g. electricity meters) easily visible to pupils? Are pupils involved in taking and displaying readings?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Has your school taken any of the following low-cost steps to reduce heat loss through windows? Draught excluding strips Solar reflecting film Responsible class window monitors</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Do the school windows have double glazing, triple glazing or energy-saving glass? If Yes, then in how many rooms? (If all, write all)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p>
<p>Are any external (outside) doors self-closing? If Yes, then how many doors are self-closing? (If all, write all)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p>
<p>Are any internal (inside) doors self-closing? If Yes, then how many doors are self-closing? (If all, write all)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p>
<p>Are low-energy light bulbs and fluorescent tubes used in school? If Yes, then in how many rooms? (If all, write all)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p>
<p>Does each classroom have its own heating thermostat? If No, then how many rooms have a thermostat? (If none, write none)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p>
<p>Are lights and electrical items turned off when not in use?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes</p>
<p>Does the school have any of the following sources of renewable energy? Wind generator Solar water PV heating panels Wood fuel boiler Ground source heat pump</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Any further comments on energy:</p> 	

LITTER

<p>How serious is the problem of rubbish/litter in the school grounds?</p> <p style="padding-left: 40px;">Very serious, the place is a mess most of the time</p> <p style="padding-left: 40px;">Not too bad, but could be improved</p> <p style="padding-left: 40px;">The grounds are more or less litter free</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Does your school have a clear anti-litter policy?</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are there litter bins inside the school buildings?</p> <p>How many of these are:</p> <p style="padding-left: 40px;">Full – overflowing</p> <p style="padding-left: 40px;">About half full</p> <p style="padding-left: 40px;">Less than a quarter full</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>
<p>Are there any areas inside the school buildings that are littered where there are no bins?</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are there enough litter bins in the school's grounds?</p> <p>How many of these are:</p> <p style="padding-left: 40px;">Full – overflowing</p> <p style="padding-left: 40px;">About half full</p> <p style="padding-left: 40px;">Less than a quarter full</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>
<p>Are there any areas in the school grounds that are littered where there are no bins?</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are litter bins generally:</p> <p style="padding-left: 20px;">Big enough</p> <p style="padding-left: 20px;">Correct design (holding in litter when windy)</p> <p style="padding-left: 20px;">Clean</p>	<p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Any further comments on litter bins / location of litter:</p> 	

WASTE MINIMISATION / RECYCLING

<p>Does the school carefully control the use of resources such as paper, pencils, ink cartridges, pens, envelopes etc?</p> <p style="margin-left: 20px;"> <input type="checkbox"/> No, there seems to be little control <input type="checkbox"/> Yes, but control is not very tight <input type="checkbox"/> Yes, control of these materials is very strict </p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?</p>	<input type="checkbox"/> Yes (where possible) <input type="checkbox"/> Sometimes <input type="checkbox"/> No
<p>Are hand towels and other disposable paper products purchased with recycled content?</p> <p>If some, note which products are and which aren't</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Some <input type="checkbox"/> No
<p>Does the school recycle any of the following items of school waste?</p> <p> <input type="checkbox"/> paper <input type="checkbox"/> cardboard <input type="checkbox"/> plastic <input type="checkbox"/> inkjet cartridges <input type="checkbox"/> vending machine cups <input type="checkbox"/> other </p> <p>Please describe other materials recycled _____</p>	
<p>What proportion of school food waste is composted?</p>	<input type="checkbox"/> None <input type="checkbox"/> 1% – 25% <input type="checkbox"/> 26% – 50% <input type="checkbox"/> 51% – 75% <input type="checkbox"/> 75% - 100%
<p>Do you run any other recycling schemes to raise money for the school and / or involve the local community, e.g. mobile phones, jumble sales?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Does the school encourage reuse of materials, e.g. water bottles?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Does the school have any policies to reduce waste?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Any further comments on waste minimisation / recycling:</p> 	

WATER

Is there a water meter to record water use in school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the meter easily visible to pupils?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are pupils involved in taking and displaying readings?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, then how many of the toilets are fitted with such devices? (list, or state All)	_____
Are hand-basin taps of the push-on or self-stopping type?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, then how many? (list, or state All)	_____
Are taps left running?	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Are dripping taps and other leaks fixed quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If NO, then approximately how long do repairs take?(circle)	<input type="checkbox"/> 2 – 3 days <input type="checkbox"/> 4 – 7 days <input type="checkbox"/> more than 7 days
How often does the school run water-saving campaigns?	<input type="checkbox"/> Regularly <input type="checkbox"/> Occasionally <input type="checkbox"/> Never
Any further comments on water:	

TRANSPORT

Do you monitor how pupils travel to school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, how many pupils use the following transport to or from school – note total count of pupils _____ <input type="checkbox"/> walk <input type="checkbox"/> bus <input type="checkbox"/> Cycle <input type="checkbox"/> share a taxi <input type="checkbox"/> share a car <input type="checkbox"/> travel as a single passenger in car		
Has this data been mapped?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have dry and secure cycle storage?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, is there sufficient space for all users?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school offer cycle instruction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, does it include on-road training?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, does it meet the national standard	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have a network of 'safe routes' to walk or cycle?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have any of the following: Walking bus scheme Cycle train Park and stride Other similar scheme	<input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No
Does the school organise regular 'walk to school' or 'cycle to school' events?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do any of the school transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have a school travel plan?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have a pedestrian and cycle entrance that is separate from vehicle access?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Any further comments on transport:		

BIODIVERSITY

Do the school grounds staff use chemical pesticides and herbicides?	<input type="checkbox"/> Often <input type="checkbox"/> Occasionally <input type="checkbox"/> Never
Does the school have any plants in containers, pots or beds in the school grounds?	<input type="checkbox"/> Yes, lots <input type="checkbox"/> Yes, some <input type="checkbox"/> No
Does the school have a wildlife, or conservation area?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, is the area protected by fences or school rules, or both?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school maintain any of the following? <div style="display: flex; flex-wrap: wrap; justify-content: space-between;"> <div style="width: 30%;"><input type="checkbox"/> Bat boxes</div> <div style="width: 30%;"><input type="checkbox"/> Bird boxes</div> <div style="width: 30%;"><input type="checkbox"/> Bird feeders</div> <div style="width: 30%;"><input type="checkbox"/> Bird baths</div> <div style="width: 30%;"><input type="checkbox"/> Woodland area</div> <div style="width: 30%;"><input type="checkbox"/> Pond</div> <div style="width: 30%;"><input type="checkbox"/> Squirrel feeders</div> <div style="width: 30%;"><input type="checkbox"/> Butterfly-friendly plants</div> <div style="width: 30%;"><input type="checkbox"/> Log piles for invertebrates</div> <div style="width: 30%;"><input type="checkbox"/> Species records</div> </div>	
If any of the above are ticked Yes, are pupils involved in looking after them ? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the school have links with any local or national environmental organisations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, then with whom? (list)	
Any further comments on biodiversity:	

SCHOOL GROUNDS

What proportion (percentage) of the school's grounds are?	
Grass playing field, short grass _____ Woodland _____ Conservation or wildlife area _____ Water or wetland area _____ Activity play area _____ _____ _____	Long grass _____ Tarmac/paths/roads _____ Flower/vegetable beds _____ Seating area _____ Other _____ _____ _____
What proportion (percentage) of the school boundaries are.....?	
Hedges and trees _____ Wire or railing _____ Open _____	
Does the school recycle garden or fruit/vegetable waste in a composter or wormery?	<input type="checkbox"/> Always <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Do you ever hold lessons or part of lessons outside?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have pupils looked into the heritage of the school grounds?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Any further comments on school grounds:	

GLOBAL PERSPECTIVES

<p>Do pupils consider how actions taken within the school affect people and the environment locally and globally?</p> <p>If so, please give examples:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Local Action</th> <th style="width: 30%;">Local Effect</th> <th style="width: 40%;">Global Effect</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Local Action	Local Effect	Global Effect										<input type="checkbox"/> Yes <input type="checkbox"/> No
Local Action	Local Effect	Global Effect											
<p>Of the Eco-Schools topics that you may have looked at in the past, have you explored how these issues might be approached in other parts of the world?</p> <p>If so, please give examples:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 60%;">Eco-Schools topic</th> <th style="width: 40%;">Location(s) looked at</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Eco-Schools topic	Location(s) looked at									<input type="checkbox"/> Yes <input type="checkbox"/> No		
Eco-Schools topic	Location(s) looked at												
<p>Are the opportunities for considering global environmental issues maximised through the curriculum?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No												
<p>Has the school made use of materials from other organisations to help with this topic?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No												
<p>Have the pupils considered other issues, such as Human rights and ethics? Fair Trade? Conflict Resolution?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No												
<p>Any further comments on global issues:</p> 													

PUPIL PARTICIPATION

<p>Do any of the issues considered in this environmental review feature in school assemblies?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p>	<p style="text-align: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are special environment-related lessons or visits undertaken by classes or groups e.g. paper making, visits to environmental venues etc?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p>	<p style="text-align: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are pupils involved with local waste/recycling/conservation etc. projects outside school time or via links with schools abroad etc ?</p> <p>If Yes, then list some examples:</p>	<p style="text-align: right;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Comments / Notes for Action

On completion of the Environmental Review fill in the following boxes with any comments relating to each topic and list possible actions that could be taken. Some of these actions can then be used in your Action Plan

Energy
Litter
Waste Minimisation / Recycling
Water
Transport

Healthy Living

Biodiversity

School Grounds

Global Perspectives

Pupil Participation